

Mark Schemes for the Components

June 2007

1918/MS/R/07

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All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the Report on the Examination.

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General Certificate of Secondary Education GCSE Media Studies - 1918

MARK SCHEMES FOR THE COMPONENTS

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Mark Scheme 1918/01
June 2007

INSTRUCTIONS ON MARKING SCRIPTS

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The purpose of annotation is to enable examiners to indicate clearly where a mark is earned or why it has not been awarded. Annotation can, therefore, help examiners, checkers, and those remarking scripts to understand how the script has been marked.

Annotation consists of:

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- the use of specific words or phrases as agreed at standardisation and as contained in the final mark scheme either to confirm why a mark has been earned or indicate why a mark has not been earned (eg indicate an omission);
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Scripts may be returned to Centres. Therefore, any comments should be kept to a minimum and should always be specifically related to the award of a mark or marks and be taken (if appropriate) from statements in the mark scheme. General comments on a candidate's work must be avoided.

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e) Handling of unexpected answers

The Standardisation Meeting will include a discussion of marking issues, including:

- a full consideration of the mark scheme in the context of achieving a clear and common understanding of the range of acceptable responses and the marks appropriate to them, and comparable marking standards for optional questions;
- the handling of unexpected, yet acceptable answers. (*Section 6a, bullet point 5, page 6*)

There will be times when you may not be clear how the mark scheme should be applied to a particular response. In these circumstances, a telephone call to the Team Leader should produce a speedy resolution to the problem. (*Appendix 5, para 17, page 26*)

General Guidance

The mark scheme does not provide exhaustive examples of responses and for some questions there are several right answers, so please award credit for any valid answer. Credit should always be given for answers that show imagination and insight where appropriate.

Question-specific mark scheme

1 State **one** feature of **each** of the following that makes the extract fit the situation comedy genre:

- | | | |
|-----|-------------------------------|-----|
| (a) | where it is set | [2] |
| (b) | the number of main characters | [2] |
| (c) | what we hear | [2] |
| (d) | the title sequence | [2] |

Two marks for an appropriate generic feature, such as:

- (a) set in a house
set in everyday life
- (b) small number of main characters
- (c) studio audience laughter
jokes
light music
- (d) titles show all main cast members
simple title sequence
light music

- 2 The extract has been made to look like we are watching real family life.

Give **one** example of how **each** of the following suggests this:

- (a) the sets [4]
- (b) the acting [4]
- (c) the lighting [4]
- (d) the way the camera is used [4]

Two marks for any relevant example and **two more marks** for a sense of naturalism or realism, for example:

- (a) the sets [4]
- (b) the acting [4]
- (c) the lighting [4]
- (d) the way the camera is used [4]

Two marks for any relevant example and **two more marks** for a sense of naturalism or realism, for example:

- (a) set designed to look like real house
- (b) actors do not address camera or there is no recognisable family interaction or naturalistic acting styles
- (c) lighting is not noticeable
- (d) no unusual camerawork
actors do not address camera

3 Describe how the extract has been made to appeal to a large, family audience.

You may consider:

- the family setting
- the jokes
- the different characters
- the style of the extract.
-

[12]

1 – 4 marks Description of **one or two** of these features

5 – 8 marks Answers list **some** features with some sense, though generally **implicit**, of how the address this audience

9 – 12 marks The answer **explicitly** considers how **some** features address the audience

For example: ‘the extract is set in a family home’ is implicit audience address, ‘most audiences should easily recognise the extract’s setting – a family home’ is explicit analysis.

4 In this question you are asked to write about situation comedies you have studied.

You may **not** use *My Family*.

(a) Pick two programmes you have studied. What makes them both situation comedies?
[12]

1 – 2 marks Answers in this band may be hardly relevant
OR
May state **one** feature of **one** text
(minimal)

3 – 5 marks Answers in this band will state **one** similarity between the chosen texts
OR
may state **some** generic similarities **without** exemplification
OR
May state **more than one** feature of only **one** text
(basic)

6 – 8 marks Answers in this band will state **some** similarities, but with **little** textual
detail
(limited)

9 – 12 marks Answers in this band will state **several** similarities and give some detail
of the two texts
(competent)

(b) Give **three** reasons why audiences watch situation comedies. Use **at least one**
programme as an example.

1 – 2 marks Answers in this band may be hardly relevant
(minimal)

3 – 5 marks Answers in this band will state **one** pleasure of the text
OR
may state **one or two** generic pleasures **without** exemplification
(basic)

6 – 8 marks Answers in this band will state **two or three** pleasures of the chosen
text,
OR
may state **three** generic pleasures **without** exemplification
(limited)

9 – 12 marks Answers in this band will state **three (or more)** generic pleasures using
specific examples from the text
(competent)

Possible generic pleasures include:

- comedy (eg running jokes)
- easy to follow genre
- new variations of the genre create interest
- audience can identify with characters or situation they are in
- escapism
- familiarity (eg catchphrases)
- predictability
- most stories only last one episode – resolution
- representation of social or personal issues
- they are about recognisable everyday life: work, family, friendship
- audience can feel superior to the characters
- breaking taboos
- bringing in stars
- any other plausible pleasure.

Mark Scheme 1918/02
June 2007

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- the use of specific words or phrases as agreed at standardisation and as contained in the final mark scheme either to confirm why a mark has been earned or indicate why a mark has not been earned (eg indicate an omission);
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General Guidance

The mark scheme does not provide exhaustive examples of responses and for some questions there are several right answers, so please award credit for any valid answer. Credit should always be given for answers that show imagination and insight where appropriate.

Question-specific mark scheme

1 State one feature of each of the following that makes the extract fit the situation comedy genre:

- (a) the setting [2]
- (b) the characters [2]
- (c) the soundtrack [2]
- (d) the title sequence. [2]

Two marks for an appropriate generic feature, such as:

- (a) Set in a house
Set in everyday life
- (b) small number of main characters
easily identifiable characters
familiar characters
family relationship between characters doesn't change
- (c) studio audience laughter
jokes
light music
- (d) titles show all main cast members
simple title sequence
light music

2 The extract tries to create a sense of realism. We are dropping in, unnoticed, on a 'real' family home.

Give **one** example of **each** of the following and explain how it is used to suggest this realism:

- (a) the sets [4]
- (b) the acting [4]
- (c) the lighting [4]
- (d) the camerawork or editing. [4]

Two marks for an example and **two more marks** for an explicit explanation of realism, for example:

- (a) how the sets are naturalistic/ordinary/everyday
- (b) why actors do not address camera
how the acting style is naturalistic/plausible for a comedy
- (c) how the lighting is naturalistic/conventional
- (d) how the camerawork or editing is conventional.

- 3** My Family is a comedy aimed at a mainstream family audience. Discuss how the extract suggests this.

You may wish to consider aspects such as: the setting, the humour, the characters, and the style of the extract. **[12]**

- 1 – 4 marks** Answers list some features of the extract with some sense, though generally **implicit**, of audience address
- 5 – 8 marks** The answer **explicitly** considers how **some** features address the audience
- 9 – 12 marks** **Sustained** argument linking a **range** of elements of media language to audience address, with particular reference to addressing mainstream audience tastes

For example:

- 'the extract is set in a family home' is implicit audience address, 'most audiences should easily recognise the extract's setting - a family home' is explicit analysis
- 'the extract is undemanding, inoffensive comedy that a wide audience can enjoy' is explicit reference to mainstream audience tastes

4 In this question you are asked to write about situation comedies you have studied.

You may not use My Family as your main choice, but you may discuss how the programmes you have studied are similar to, or different from, My Family.

- (a) Explain how two programmes you have studied use the conventions of the situation comedy genre. [12]**

0 marks	No answer or no relevant points
1 – 3 marks	Description of two situation comedies OR discussion of one similarity or difference with exemplification OR discussion of more than one similarity or difference with little textual exemplification (limited)
4 – 6 marks	Answers in this band will state more than one similarity and/or difference and give some exemplification (competent)
7 – 9 marks	Discussion of several similarities and/or differences with detailed exemplification (proficient)
10 – 12 marks	Detailed discussion with a sense of generic conventions (excellent)

- (b) Explain how two situation comedies you have studied differ in their appeal to audiences. [12]**

0 marks	No answer or no relevant points
1-3 marks	Answers in this band will state one or two pleasures of the chosen texts OR may state several generic pleasures without exemplification OR discuss the pleasures for its target audience of one text only (limited)
4-6 marks	Answers in this band will state one pleasure of each of the two texts for their different target audiences OR state several generic pleasures using specific examples from two texts
7-9 marks	Answers in this band will state more than one pleasure of each of the two texts for their target audiences (proficient)
10-12 marks	Answers in this band will explicitly contrast several audience pleasures for the two texts' target audiences (excellent)

Possible generic pleasures include:

- comedy entertainment
- predictability: easy decoding of a conventional genre
- interest of a new inflection of a conventional genre
- warm and inclusive mode of address
- identification with characters or situation
- ritual pleasure of consuming the familiar
- pleasures of narrative resolution
- representation of social or personal issues
- accessible themes, for example: work relationships, family, friendship, getting on in life
- audience can feel superior to some characters
- escapism
- breaking taboos
- bringing in stars
- any other plausible pleasure

Mark Scheme 1918/03
June 2007

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General Guidance

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1 This is a music magazine.

(a) List **two** features of the **front cover** that make it fit the music magazine genre. [4]

(b) List **two** features of the **inside pages** that make it fit the music magazine genre. [4]

Two marks each for each appropriate feature

For example:

(a) musicians on the front cover
called 'the 21st century music magazine'
content of sell-lines

(b) photographs of musicians
images of CDs
called 'the new music bible'
colloquial language
addresses fans' love of music

2 Show how *Rip & Burn* magazine tries to create the same house style on different pages. Give **one** example of each of the following:

(a) the same style of layout [4]

(b) the same style of fonts [4]

(c) the same colours [4]

(d) the same graphics. [4]

Two marks for an appropriate example, **two more marks** for **any sense** of house style, for example:

(a) similar very ordered layout on inside pages
use of rounded boxes for all photographs on inside pages

(b) use of sans-serif fonts throughout
same very rounded typeface for Burn logo and playlist heading on inside page

(c) same use of purple and yellow on front page and first inside page
same red used for major headings

(d) use of flame graphic on Burn logo and next to 'playlist'

- 3 Show how *Rip & Burn* tries to sell itself to its readers.

You may wish to consider:

- the way it is written
- the way it looks
- what it offers its readers.

[12]

1 – 4 marks Description of **one or two** features of the text

5 – 8 marks Answers list **some** features of the text with some sense, though generally **implicit**, of how it addresses an audience

9 – 12 marks The answer **explicitly** considers how **some** features of the text address an audience

For example:

'It is written in colloquial language' is implicit sense of address

'It is written in colloquial language so treats the reader like a friend' is explicit

- 4 In this question you are asked to write about music magazines you have studied. You may **not** use *Rip & Burn*.

- (a) Pick two magazines you have studied. What makes them both music magazines?

[12]

1-2 marks Answers in this band may be hardly relevant
OR
may state **one** feature of **one** text
(minimal)

3-5 marks Answers in this band will state **one** similarity between the chosen texts
OR
may state **some** generic similarities **without** exemplification
OR
may state **more than one** feature of only **one** text
(basic)

6-8 marks Answers in this band will state **some** similarities, but with **little** textual detail
(limited)

9-12 marks Answers in this band will state **several** similarities and give some detail of the two texts
(competent)

- (b) Why do audiences read music magazines? Give **three** reasons.
Use **at least one** magazine as an example.

[12]

- 1-2 marks** Answers in this band may be hardly relevant (minimal)
- 3-5 marks** Answers in this band will state **one** pleasure of the text
OR
may state **one or two** generic pleasures **without** exemplification (basic)
- 6-8 marks** Answers in this band will state **two or three** pleasures of the chosen text
OR
may state **three** generic pleasures **without** exemplification (limited)
- 9-12 marks** Answers in this band will state **three (or more)** generic pleasures using **specific examples** from the text (competent)

Generic pleasures may include:

- Being directly addressed
- Being given to – posters, competitions, free gifts, etc.
- Information
- Familiarity
- Sense of belonging to a community of readers with the same taste in music
- Saying who you are by what you buy
- Having your lifestyle and values supported
- Humour

Mark Scheme 1918/04
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- 1 State one feature of each of the following that makes the extract fit the music magazine genre:
- (a) the title [2]
 - (b) the photographs [2]
 - (c) the language [2]
 - (d) the contents. [2]

2 marks for any generic feature

For example:

- (a) title refers to music recording
title is a slang expression
 - (b) photographs of musicians
group shot on front cover
 - (c) informal/colloquial language
specialist music terminology
 - (d) reward any contents relating to music
- 2 Explain how Rip & Burn magazine repeats each of the following to create a sense of **house style**:
- (a) layout design [4]
 - (b) fonts [4]
 - (c) colour [4]
 - (d) graphics. [4]

Two marks for an appropriate example, **two more marks** for an **explicit explanation** of house style, for example:

- (a) similar very ordered layout with strong columns on all three inside pages
use of rounded boxes for all photographs on inside pages
- (b) use of sans-serif fonts throughout the front cover and inside pages
same very rounded typeface for 'Burn' logo on front page and inside page and 'playlist' heading on second contents page

- (c) same use of purple and yellow on front page and first inside page
same red used for major headings eg title piece on front page and major headings on contents pages
- (d) use of flame graphic on 'Burn' logo on front page and first contents page and next to 'playlist' on second contents page

- 3 *Rip & Burn* magazine tries to address a target audience with similar interests. Explain how it does this.

You may wish to consider aspects such as: the way it is written, the way it looks and what it offers its readers [12]

- 1 - 4 marks** Answers list **some** features of the text with some sense, though generally **implicit**, of how it addresses an audience
- 5 - 8 marks** The answer **explicitly** considers how **some** features of the text address an audience
- 9 - 12 marks** **Sustained** argument linking a **range** of elements of media language to audience address

For example:

'It is written in colloquial language' is implicit sense of address

'It is written in colloquial language so treats the reader like a friend' is explicit

- 4 In this question you are asked to write about music magazines you have studied.

You may **not** use *Rip & Burn* as your main choice, but you may discuss how the magazines you have studied are similar to, or different from, *Rip & Burn*.

- (a) Explain how **two** magazines you have studied use the conventions of the music magazine genre. [12]

- 0 marks** No answer or no relevant points
- 1 - 3 marks** **Description** of two music magazines
OR
discussion of **one** similarity or difference with exemplification
OR
discussion of **more than one** similarity or difference with little textual exemplification (limited)
- 4 - 6 marks** Answers in this band will state **more than one** similarity or difference and give some exemplification (competent)
- 7 - 9 marks** Discussion of **several** similarities or differences with detailed exemplification (proficient)
- 10 - 12 marks** Detailed discussion with a sense of generic conventions (excellent)

- (b) Explain how **two** music magazines you have studied **differ** in their appeal to audiences. [12]

0 marks

No answer or no relevant points

1-3 marks Answers in this band will state **one or two** pleasures of the chosen texts

OR

may state **several** generic pleasures **without** exemplification

OR

discuss the pleasures for its target audience of **one** text only (limited)

4-6 marks

Answers in this band will state **one** pleasure of each of the two texts for their different target audiences

OR

state **several** generic pleasures using **specific examples** from two texts

7-9 marks

Answers in this band will state **more than one** pleasure of each of the two texts for their target audiences (proficient)

10-12 marks

Answers in this band will **explicitly contrast several** audience pleasures for the two texts' target audiences (excellent)

Mark Scheme 1918/05
June 2007

INSTRUCTIONS ON MARKING SCRIPTS

All page references relate to the Instructions to Examiner booklet (revised June 2006)

For many question papers there will also be subject or paper specific instructions which supplement these general instructions. The paper specific instructions follow these generic ones.

1 Before the Standardisation Meeting

Before the Standardisation Meeting you must mark a selection of at least 10 scripts. The selection should be drawn from several Centres. The preliminary marking should be carried out **in pencil** in strict accordance with the mark scheme. In order to help identify any marking issues which might subsequently be encountered in carrying out your duties, **the marked scripts must be brought to the meeting.** (*Section 5c, page 6*)

2 After the standardisation meeting

- a) Scripts must be marked in **red**, including those initially marked in pencil for the Standardisation Meeting.
- b) All scripts must be marked in accordance with the version of the mark scheme agreed at the Standardisation Meeting.
- c) **Annotation of scripts**

The purpose of annotation is to enable examiners to indicate clearly where a mark is earned or why it has not been awarded. Annotation can, therefore, help examiners, checkers, and those remarking scripts to understand how the script has been marked.

Annotation consists of:

- the use of ticks and crosses against responses to show where marks have been earned or not earned;
- the use of specific words or phrases as agreed at standardisation and as contained in the final mark scheme either to confirm why a mark has been earned or indicate why a mark has not been earned (eg indicate an omission);
- the use of standard abbreviations eg for follow through, special case etc.

Scripts may be returned to Centres. Therefore, any comments should be kept to a minimum and should always be specifically related to the award of a mark or marks and be taken (if appropriate) from statements in the mark scheme. General comments on a candidate's work must be avoided.

Where annotations are put onto the candidates' script evidence, it should normally be recorded in the body of the answer or in the margin immediately adjacent to the point where the decision is made to award or not award the mark.

d) Recording of marking: the scripts

- i) Marked scripts must give a clear indication of how marks have been awarded, as instructed in the mark scheme.
- ii) All numerical marks for responses to part questions should be recorded unringed in the right-hand margin. The total for each question (or, in specified cases, for each page) should be shown as a single ringed mark in the right-hand margin at the end of each question.
- iii) The ringed totals should be transferred to the front page of the script, where they should be totalled.
- iv) Every page of a script on which the candidate has made a response should show evidence that the work has been seen.
- v) Every blank page should be crossed through to indicate that it has been seen. (*Section 8a – d, page 8*)

e) Handling of unexpected answers

The Standardisation Meeting will include a discussion of marking issues, including:

- a full consideration of the mark scheme in the context of achieving a clear and common understanding of the range of acceptable responses and the marks appropriate to them, and comparable marking standards for optional questions;
- the handling of unexpected, yet acceptable answers. (*Section 6a, bullet point 5, page 6*)

There will be times when you may not be clear how the mark scheme should be applied to a particular response. In these circumstances, a telephone call to the Team Leader should produce a speedy resolution to the problem. (*Appendix 5, Para 17, page 26*)

General points for examiners of both tiers:

Having familiarised themselves with the mark scheme, examiners should apply it in the following way:

- Read a complete answer, ticking points that are valid in the question asked, double ticking those points which are of particular note - refer to the specific points in the mark scheme that accompanies each question
- Reward valid points that are not included in the mark scheme
- Consider the generic mark scheme (pages 3 & 11) for the appropriate tier of entry
- Fit the answer into the appropriate mark level range, choosing a mark on the basis of best fit.

Examiners should note that the Levels for the tiers overlap but the Levels earn different marks that depend on the tier of entry.

Foundation Tier			
Level 1: Minimal	0-7		
Level 2: Basic	8-15	Higher Tier	
Level 3: Limited	16-23	Level 1: Limited	0-7
Level 4 Competent	24-30	Level 2: Competent:	8-15
		Level 3: Proficient	16-23
		Level 4: Excellent	24-30

The bullet points on both Foundation and Higher Tier questions are for the guidance of candidates and are not meant to be essay plans. Candidates may structure their answers around texts or in other valid ways. Reward relevant and valid points as they occur even in poorly structured answers.

Each question addresses a specific Assessment Objective and the relevant Assessment Objectives do not include marks for the quality of candidate's expression or essay planning. The generic mark scheme, however, includes reward for good analysis and the use of media terminology. Able candidates are more likely to structure their answer in ways that reflect good analysis and allow them to compare texts. Examiners may need to reward evidence of implicit understanding and analysis in the work of many candidates.

Examiners must check that the demands of the questions, which reflect the Assessment Objectives, are met. Questions 1 and 2 must cover at least two media. Questions 3 and 4 should cover one or more media but there must be reference to one contemporary and one non-contemporary text. Examiners should use their discretion in determining the difference between 'contemporary' and 'non-contemporary' but it is suggested that there be significant enough difference between the adverts or news articles in to allow candidates to effectively reflect on the changes in media messages and values over time. Teachers should have chosen texts that facilitate such exploration in candidates' responses. The same texts can be used in both Section A and Section B although the way that the texts are used should differ significantly based upon the demands of the question.

Where candidates have failed to meet the Assessment Objectives they should be assessed accordingly and a comment to that effect added at the end of the candidate's answer. In effect, candidates who cover only one medium in Section A or who do not cover either a non-contemporary or contemporary text in section B, cannot be awarded a mark beyond the Level 2 (Basic or Competent) mark range. Any paper which therefore shows a Level 2 or Level 3 quality response which has not addressed the rubric of the paper should therefore be awarded a 15.

Generic Mark Scheme
Paper 3 assesses Assessment Objectives 4 and 5

Component 5
Foundation Tier

Level 1: Minimal 0-7

Answers that demonstrate minimal knowledge and understanding of the task; they will probably miss the central point of the question and will make minimal reference to the chosen texts. The ability to analyse examples/texts, in order to demonstrate knowledge and understanding of the key conceptual aspects of media producers and audiences (AO4) and messages and values (AO5) in the chosen topics, will be minimal. The candidate's factual knowledge is mostly inaccurate at this level and answers will have little relevance to the question. Answers are not developed in any detail and are likely to be very brief, missing, incomplete or incoherent.

Level 2: Basic 8-15

Answers that demonstrate basic knowledge and understanding of the task and which demonstrate a basic knowledge of what the question demands. Answers are likely to attempt some basic reference to textual evidence from the chosen texts. The ability to analyse examples/texts, in order to demonstrate knowledge and understanding of the key conceptual aspects of media producers and audiences (AO4) and messages and values (AO5) in the chosen topics, will be basic. The candidate's factual knowledge is basically accurate and some of the answer will be relevant to the question. Answers are not developed in detail and opinions/assertions are likely to be unsubstantiated by relevant examples. The candidate's responses are likely to be descriptive but may infer some knowledge and understanding. Examiners should award implicit understanding.

Level 3: Limited 16-23

Answers that demonstrate limited knowledge and understanding of the topics and a limited understanding of what the question demands; answers are substantiated by some relevant references to textual evidence. The ability to analyse examples/texts, in order to demonstrate knowledge and understanding of the key conceptual aspects of media producers and audiences (AO4) and messages and values (AO5) in the chosen topics, will be limited. The candidate's factual knowledge will be fairly accurate at this level and much of the answer will be relevant to the question. More able candidates in this mark range will offer explicit comments and some media terminology. Some ability to compare texts is evident.

Level 4: Competent 24-30

Answers that reflect a competent knowledge and understanding of the topics and a sound response to the demands of the question supported by relevant references to textual evidence. The ability to analyse examples/texts, in order to demonstrate knowledge and understanding of the key conceptual aspects of media producers and audiences (AO4) and messages and values (AO5) in the chosen topics, will be competent. The candidate's factual knowledge will be mostly accurate at this level and most of the answer will be relevant to the question. Answers are developed in some detail and opinions/assertions are substantiated by relevant examples. Candidates in this mark range will use media terminology accurately. They will demonstrate the ability to compare texts and media forms.

COMPONENT 5: FOUNDATION TIER**Cross-Media Topics**

Choose **ONE** topic that you have studied.

Section A: Media Producers and Audiences

Answer either Question 1 or Question 2

Either Question 1 News

Describe the ways different media present the news to audiences. Make sure that you use *two or more examples* from *different* media (eg television, radio, newspapers, film, the Internet).

You should:

- identify your examples
- describe your examples
- describe the target audience
- show how the producers tried to appeal to this audience.

[30]

Candidates might include the following points:

- news agenda
- gate-keeping
- the running order
- relevant news values
- methods of presentation and appeal, eg: set, graphics, CGI, modes of address, use of language, headlines, presenters, locations, reporters
- the roles played by different personnel and institutions
- profiles of the target audience
- analysis and comparison of examples from different media.

Minimal 0-7

Candidates in this mark range will largely offer irrelevant responses although will make an attempt to consider **some** of the following aspects and:

- Describe texts, albeit incoherently
- Identify relevance of their example to the question
- Describe some presentational devices
- Offer a very simplistic understanding of why producers choose stories and what factors influence their placement in the running order
- Offer some definition of audience, albeit extremely cursory
- Identify the role of different news personnel and agencies
- Describe examples although with no sense of comparison.

Basic 8-15

Candidates in this mark range will do **most** of the following

- Describe texts coherently
- Attempt to identify **why** their examples are relevant to the question
- Describe some presentational devices coherently
- Give some reasons why and how producers choose stories and what factors influence their placement in the running order
- Define some aspects of audience and their interests
- Try to offer some basic comparison between examples.

Limited 16-23

Candidates in this mark range will do **most** of the following:

- Describe the texts coherently
- Explain why their examples are relevant to the question
- Describe presentational devices coherently with some sense as to how they interest audiences
- Offer some understanding of why and how producers choose stories, what factors influence their placement in the running order and how they interest audiences
- Offer some definition of audience and how it might differ based upon the text
- Compare some aspects of examples
- Begin to use some media terms.

Competent 24-30

Candidates in this mark range will do **most** of the following:

- Describe the texts coherently
- Support their points with details that are relevant to the question
- Begin to analyse presentational devices coherently with a definite sense as to how they interest audiences
- Offer understanding of why and how producers choose stories, what factors influence their placement in the running order and how they interest audiences
- Offer some definition of audience and how it might differ based upon the text
- Compare explicitly some aspects of examples
- Use media terminology with a degree of accuracy.

OR Question 2 Advertising

Describe the ways different media advertise products to audiences. Make sure you use *two or more examples from different media* (eg television, radio, film, newspapers, magazines, the Internet).

You should:

- identify your examples
- describe your examples
- describe the target audience
- show how the producers attempted to appeal to their audiences.

[30]

Candidates might include the following points:

- the conventions of advertising
- the techniques of persuasion
- information concerning producers and institutions eg the role of different advertising personnel and agencies
- methods of presentation and appeal, eg graphics, CGI, images, sounds, modes of address, use of language, personalities
- profiles of the target audience
- analysis and comparison of examples from different media.

Minimal 0-7

Candidates in this mark range will largely offer irrelevant responses although will make an attempt to consider **some** of the following aspects and:

- Describe texts, albeit incoherently
- Identify relevance of their example to the question
- Describe some presentational devices
- Offer a very simplistic understanding of how the construct of an advertisement can influence an audience
- Offer some definition of audience, albeit extremely cursory
- Describe examples although with no sense of comparison.

Basic 8-15

Candidates in this mark range will do **most** of the following:

- Describe texts coherently
- Attempt to identify **why** their examples are relevant to the question
- Describe some presentational devices coherently
- Give some reasons explaining how the construct of an advertisement can make a product appealing to an audience
- Define some aspects of audience and their interests
- Try to offer some basic comparison between examples.

Limited 16-23

Candidates in this mark range will do **most** of the following:

- Describe the texts coherently
- Explain why their examples are relevant to the question
- Describe presentational devices coherently with some sense as to how they interest audiences
- Offer some understanding of how the construct of an advertisement can make a product appealing to an audience
- Offer some definition of audience and how it might differ based upon the text
- Compare some aspects of examples
- Begin to use some media terms.

Competent 24-30

Candidates in this mark range will do **most** of the following:

- Describe the texts coherently
- Support their points with details that are relevant to the question
- Begin to analyse presentational devices coherently with a definite sense as to how they make a product appealing to audiences
- Offer understanding of how and why the construct of an advertisement can make a product appealing to an audience
- Offer some definition of audience and how it might differ based upon the text
- Compare explicitly some aspects of examples
- Use media terminology with a degree of accuracy.

Section B: Messages and Values

Answer either Question 3 (News) or Question 4(Advertising). Answer on the same topic that you chose in Section A

EITHER Question 3 News

Describe the messages and values in the news stories you have studied. Make sure that you use at least one *past* news story and one *recent* news story in your answer.

You should:

- identify your examples
- describe the representations of peoples, places, and/or events
- show what is the same and what has changed over time
- describe the messages and values in these representations.

[30]

Candidates might include the following points:

- the methods of representation, eg visual, verbal and written codes
- how these codes convey messages and values
- different interpretations of messages and values
- ideas of balance and bias
- relevant news values
- preferred readings
- how values have changed over time
- comparison and analysis of examples from different time periods.

Minimal 0-7

Candidates in this mark range will largely offer irrelevant responses although will make an attempt to consider **some** of the following aspects and:

- Describe texts, albeit incoherently
- Describe some aspects of the codes and conventions of different representations even if extremely implicit
- Offer an extremely basic understanding of messages and values communicated by a text
- Describe examples although with no sense of comparison.

Basic 8-15

Candidates in this mark range will do **most** of the following:

- Describe texts coherently
- Describe some aspects of the codes and conventions of different representations within texts
- Appreciate the significance of messages and values communicated by a text
- Try to compare examples.

Limited 16-23

Candidates in this mark range will do **most** of the following:

- Describe texts coherently
- Describe the codes and conventions of different representations within texts with some explicit understanding of how they create meaning
- Appreciate the significance of messages and values communicated by a text with a degree of sophistication
- Compare some aspects of examples
- Begin to use some media terms.

Competent 24-30

Candidates in this mark range will do **most** of the following:

- Describe texts coherently
- Describe the codes and conventions of different representations within texts with explicit understanding of how they create meaning
- Appreciate and begin to analyse the significance of messages and values communicated by a text with a degree of sophistication
- Compare explicitly a number of aspects from examples
- Use media terminology accurately.

Or Question 4 Advertising

Describe the messages and values in the advertisements you have studied. Refer in detail to two or more examples. Make sure that you use at least one *past* advertisement and one *recent* advertisement in your answer.

You should:

- identify your examples
- describe the representations of people and/or products
- show what is the same and what has changed over time
- describe the messages and values in these representations.

[30]

Candidates might include the following points:

- the methods of representation, eg visual, verbal and written codes
- how these codes convey messages and values
- different interpretations of messages and values
- preferred readings
- how values have changed over time
- preferred reading
- comparison and analysis of examples from different time periods

Minimal 0-7

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- Describe texts, albeit incoherently
- Describe some aspects of the codes and conventions of different representations even if extremely implicit
- Offer an extremely basic understanding of messages and values communicated by a text
- Describe examples although with no sense of comparison.

Basic 8-15

Candidates in this mark range will do **most** of the following:

- Describe texts coherently
- Describe some aspects of the codes and conventions of different representations within texts
- Appreciate the significance of messages and values communicated by a text
- Try to compare examples.

Limited 16-23

Candidates in this mark range will do **most** of the following:

- Describe texts coherently
- Describe the codes and conventions of different representations within texts with some explicit understanding of how they create meaning
- Appreciate the significance of messages and values communicated by a text with a degree of sophistication
- Compare some aspects of examples
- Begin to use some media terms.

Competent 24-30

Candidates in this mark range will do **most** of the following:

- Describe texts coherently
- Describe the codes and conventions of different representations within texts with explicit understanding of how they create meaning
- Appreciate and begin to analyse the significance of messages and values communicated by a text with a degree of sophistication
- Compare explicitly a number of aspects from examples
- Use media terminology accurately.

Mark Scheme 1918/06
June 2007

INSTRUCTIONS ON MARKING SCRIPTS

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Before the Standardisation Meeting you must mark a selection of at least 10 scripts. The selection should be drawn from several Centres. The preliminary marking should be carried out **in pencil** in strict accordance with the mark scheme. In order to help identify any marking issues which might subsequently be encountered in carrying out your duties, **the marked scripts must be brought to the meeting.** (*Section 5c, page 6*)

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- a) Scripts must be marked in **red**, including those initially marked in pencil for the Standardisation Meeting.
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The purpose of annotation is to enable examiners to indicate clearly where a mark is earned or why it has not been awarded. Annotation can, therefore, help examiners, checkers, and those remarking scripts to understand how the script has been marked.

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Where annotations are put onto the candidates' script evidence, it should normally be recorded in the body of the answer or in the margin immediately adjacent to the point where the decision is made to award or not award the mark.

d) Recording of marking: the scripts

- i) Marked scripts must give a clear indication of how marks have been awarded, as instructed in the mark scheme.
- ii) All numerical marks for responses to part questions should be recorded unringed in the right-hand margin. The total for each question (or, in specified cases, for each page) should be shown as a single ringed mark in the right-hand margin at the end of each question.
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- v) Every blank page should be crossed through to indicate that it has been seen. (*Section 8a – d, page 8*)

e) Handling of unexpected answers

The Standardisation Meeting will include a discussion of marking issues, including:

- a full consideration of the mark scheme in the context of achieving a clear and common understanding of the range of acceptable responses and the marks appropriate to them, and comparable marking standards for optional questions;
- the handling of unexpected, yet acceptable answers. (*Section 6a, bullet point 5, page 6*)

There will be times when you may not be clear how the mark scheme should be applied to a particular response. In these circumstances, a telephone call to the Team Leader should produce a speedy resolution to the problem. (*Appendix 5, Para 17, page 26*)

General points for examiners of both tiers:

Having familiarised themselves with the mark scheme, examiners should apply it in the following way:

- Read a complete answer, ticking points that are valid in the question asked, double ticking those points which are of particular note - refer to the specific points in the mark scheme that accompanies each question
- Reward valid points that are not included in the mark scheme
- Consider the generic mark scheme (pages 3 & 11) for the appropriate tier of entry
- Fit the answer into the appropriate mark level range, choosing a mark on the basis of best fit.

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Level 4 Competent	24-30	Level 2: Competent:	8-15
		Level 3: Proficient	16-23
		Level 4: Excellent	24-30

The bullet points on both Foundation and Higher Tier questions are for the guidance of candidates and are not meant to be essay plans. Candidates may structure their answers around texts or in other valid ways. Reward relevant and valid points as they occur even in poorly structured answers.

Each question addresses a specific Assessment Objective and the relevant Assessment Objectives do not include marks for the quality of candidate's expression or essay planning. The generic mark scheme, however, includes reward for good analysis and the use of media terminology. Able candidates are more likely to structure their answer in ways that reflect good analysis and allow them to compare texts. Examiners may need to reward evidence of implicit understanding and analysis in the work of many candidates.

Examiners must check that the demands of the questions, which reflect the Assessment Objectives, are met. Questions 1 and 2 must cover at least two media. Questions 3 and 4 should cover one or more media but there must be reference to one contemporary and one non-contemporary text. Examiners should use their discretion in determining the difference between 'contemporary' and 'non-contemporary' but it is suggested that there be significant enough difference between the adverts or news articles in to allow candidates to effectively reflect on the changes in media messages and values over time. Teachers should have chosen texts that facilitate such exploration in candidates' responses. The same texts can be used in both Section A and Section B although the way that the texts are used should differ significantly based upon the demands of the question.

Where candidates have failed to meet the Assessment Objectives they should be assessed accordingly and a comment to that effect added at the end of the candidate's answer. In effect, candidates who cover only one medium in Section A or who do not cover either a non-contemporary or contemporary text in section B, cannot be awarded a mark beyond the Level 2 (Basic or Competent) mark range. Any paper which therefore shows a Level 2 or Level 3 quality response which has not addressed the rubric of the paper should therefore be awarded a 15.

Generic Mark Scheme
Paper 3 assesses Assessment Objectives 4 and 5

Component 6
Higher Tier

Level 1: Limited 0-7

Answers that demonstrate limited knowledge and understanding of the topics and a limited understanding of what the question demands; answers are substantiated by some relevant references to textual evidence. The ability to analyse examples/texts, in order to demonstrate knowledge and understanding of the key conceptual aspects of media producers and audiences (AO4) and messages and values (AO5) in the chosen topics, will be limited. The candidate's factual knowledge will be fairly accurate at this level and much of the answer will be relevant to the question. More able candidates in this mark range will offer explicit comments and some media terminology. Some ability to compare texts is evident.

Level 2: Competent 8-15

Answers that reflect a competent knowledge and understanding of the topics and a sound response to the demands of the question supported by relevant references to textual evidence. The ability to analyse examples/texts, in order to demonstrate knowledge and understanding of the key conceptual aspects of media producers and audiences (AO4) and messages and values (AO5) in the chosen topics, will be competent. The candidate's factual knowledge will be mostly accurate at this level and most of the answer will be relevant to the question. Answers are developed in some detail and opinions/assertions are substantiated by relevant examples. Candidates in this mark range will use media terminology accurately. They will demonstrate the ability to compare texts and media forms.

Level 3: Proficient 16-23

Answers that proficiently develop knowledge and understanding of the topics and which demonstrate a thorough understanding of the demands of the question substantiated by detailed and relevant references to textual evidence. The ability to analyse examples/texts, in order to demonstrate knowledge and understanding of the key conceptual aspects of media producers and audiences (AO4) and messages and values (AO5) in the chosen topics, will be proficient. The candidate's factual knowledge will be accurate at this level and the answer will be relevant to the question. Arguments are developed in detail and opinions/assertions are substantiated by mostly relevant and detailed examples. Candidates in this mark range will use a range of media terminology accurately and will demonstrate the ability to compare texts and media forms.

Level 4: Proficient 24-30

Answers that reflect a thorough and detailed knowledge and understanding of the topics and which demonstrate a comprehensive understanding of the demands of the question supported with detailed and substantial textual evidence. The ability to analyse examples/texts, in order to demonstrate knowledge and understanding of the key conceptual aspects of media producers and audiences (AO4) and messages and values (AO5) in the chosen topics, will be excellent. This is a work of confidence and accuracy, standing out from others by the consistency of its argument. Candidates will use a wide range of media terminology accurately and compare media texts and effects with ease.

COMPONENT 6: HIGHER TIER**Cross-Media Topics**

Choose **ONE** topic that you have studied.

Section A: Media Producers and Audiences

Answer either Question 1 or Question 2

Either Question 1 News

Compare the ways different media present the news to an audience. In your answer, make sure that you refer to examples from *at least two* media (eg television, radio, newspapers, film, the Internet).

You should:

- identify your examples
- analyse the similarities and/or differences between your examples
- explain **how** and **why** the stories were chosen by producers
- compare the target audiences
- explain how the producers hoped to interest those audiences.

[30]

Candidates might include the following points:

- news agenda
- gate-keeping
- the running order
- relevant news values
- methods of presentation and appeal, eg set, graphics, CGI, modes of address, use of language, headlines, presenters, locations, reporters
- the roles played by different personnel and agencies
- profiles of the target audience
- analysis and comparison of examples from different media

Limited 0-7

Candidates in this mark range will do **most** of the following:

- Describe the texts coherently
- Explain why their examples are relevant to the question
- Describe presentational devices coherently with some sense as to how they interest audiences
- Offer some understanding of why producers choose stories, what factors influence their placement in the running order and how they interest audiences
- Offer some definition of audience and how it might differ based upon the text
- Compare some aspects of examples
- Begin to use some media terms.

Competent 8-15

Candidates in this mark range will do **most** of the following:

- Describe the texts coherently
- Support their points with details that are relevant to the question
- Begin to analyse presentational devices coherently with a definite sense as to how they interest audiences
- Offer understanding of why producers choose stories, what factors influence their placement in the running order and how they interest audiences
- Offer some definition of audience and how it might differ based upon the text
- Compare explicitly some aspects of examples
- Use media terminology with a degree of accuracy.

Proficient 16-23

Candidates in this mark range will do **most** of the following:

- Explain the texts coherently
- Develop an argument
- Support their points with details that are relevant to the question
- Analyse presentational devices coherently with a definite understanding as to how they interest audiences
- Give reasons why producers choose stories, what factors influence their placement in the running order and how they interest audiences, implying certain news values as well as consideration of gate-keeping and agenda setting
- Define different audiences explaining how they differ based upon the text
- Compare examples explicitly
- Use a wide range of media terminology confidently and accurately.

Excellent 24-30

Candidates in this mark range will do **most** of the following:

- Explain the texts coherently
- Structure a consistent argument
- Support their points with a wide range of details that are relevant to the question
- Analyse presentational devices coherently with a definite understanding as to how they interest audiences
- Give reasons why producers choose stories, what factors influence their placement in the running order and how they interest audiences, explaining the relevance of news values, gate-keeping and agenda setting with confidence
- Compare different audiences explaining how they differ based upon the text
- Compare examples explicitly
- Use a wide range of media terminology confidently and accurately.

OR Question 2 Advertising

Compare the ways different media advertise a product or products to an audience. In your answer, make sure that you refer to examples from *at least two* media (eg television, radio, print, film, the Internet).

You should:

- identify your examples
- analyse your examples
- explain **how** and **why** different media were used
- compare the target audiences
- explain how the producers hoped to appeal to those audiences.

[30]

Candidates might include the following points:

- the conventions of advertising
- the techniques of persuasion
- information concerning producers and institutions eg the role of different advertising personnel and agencies
- methods of presentation and appeal, eg graphics, CGI, images, sounds, modes of address, use of language, personalities
- profiles of the target audience
- analysis and comparison of examples from different media.

Limited 0-7

Candidates in this mark range will do **most** of the following:

- Describe the texts coherently
- Explain why their examples are relevant to the question
- Describe presentational devices coherently with some sense as to how they interest audiences
- Offer some understanding of how the construct of an advertisement can make a product appealing to an audience
- Offer some definition of audience and how it might differ based upon the text
- Begin to use some media terms.

Competent 8-15

Candidates in this mark range will do **most** of the following:

- Describe the texts coherently
- Support their points with details that are relevant to the question
- Begin to analyse presentational devices coherently with a definite sense as to how they make a product appealing to audiences
- Offer understanding of how and why the construct of an advertisement can make a product appealing to an audience
- Offer some definition of audience and how it might differ based upon the text
- Compare explicitly some aspects of examples
- Use media terminology with a degree of accuracy.

Proficient 16-23

Candidates in this mark range will do **most** of the following:

- Explain the texts coherently
- Develop an argument
- Support their points with details that are relevant to the question
- Analyse presentational devices coherently with a definite sense as to how they make a product appealing to audiences
- Offer understanding of how and why the construct of an advertisement can make a product appealing to an audience
- Define the different audiences and how they might differ based upon the text
- Compare examples explicitly
- Use a wide range of media terminology confidently and accurately.

Excellent 24-30

Candidates in this mark range will do **most** of the following:

- Explain the texts coherently
- Structure a consistent argument
- Support their points with a wide range of details that are relevant to the question
- Analyse presentational devices coherently with a definite sense as to how they make a product appealing to audiences
- Offer understanding of how and why the construct of an advertisement can make a product appealing to an audience
- Compare different audiences and how they might differ based upon the text
- Compare examples explicitly
- Use a wide range of media terminology confidently and accurately

Section B: Messages and Values

Answer either Question 3 (News) or Question 4(Advertising). Answer on the same topic that you chose in Section A

EITHER Question 3 News

'Times change and so do the messages and values within the news'. Discuss this statement. In your answer refer in detail to *two or more examples* which you have studied. Make sure that you use at least one *past* news story and one *recent* news story in your answer.

You should:

- identify your examples
- analyse the representations of peoples, places, and/or events
- compare the messages and values in these representations
- explain what is the same and/or what has changed over time.

[30]

Candidates might include the following points:

- the methods of representation, eg visual, verbal and written codes
- how these codes convey messages and values
- different interpretations of messages and values
- ideas of balance and bias
- relevant news values
- preferred readings
- how values have changed over time
- preferred reading
- comparison and analysis of examples from different time periods

Limited 0-7

Candidates in this mark range will do **most** of the following:

- Describe texts coherently
- Describe the codes and conventions of different representations within texts with some explicit understanding of how they create meaning
- Appreciate the significance of messages and values communicated by a text with a degree of sophistication
- Compare some aspects of examples
- Begin to use some media terms.
- Address the quotation from the question, albeit implicitly.

Competent 8-15

Candidates in this mark range will do **most** of the following:

- Describe texts coherently
- Describe the codes and conventions of different representations within texts with explicit understanding of how they create meaning
- Appreciate and begin to analyse the significance of messages and values communicated by a text with a degree of sophistication
- Compare explicitly a number of aspects from examples
- Use media terminology accurately
- Attempt to explicitly address the quotation within the question.

Proficient 16-23

Candidates in this mark range will do **most** of the following:

- Explain texts coherently
- Develop an argument
- explain the codes and conventions of different representations within texts with explicit understanding of how they create meaning
- Analyse the significance of messages and values communicated by a text with a degree of sophistication
- Compare examples explicitly
- Use a wide range of media terminology confidently and accurately
- Directly address the quotation within the question.

Excellent 24-30

Candidates in this mark range will do **most** of the following:

- Explain texts coherently
- Structure a consistent argument
- Explain the codes and conventions of different representations within texts with explicit understanding of how they create meaning
- Analyse the significance of messages and values communicated by a text with confidence and sophistication
- Compare examples explicitly
- Use a wide range of media terminology confidently and accurately
- Analyse and confidently discuss issues arising from the quotation within the question.

Or Question 4 Advertising

'Images of people and products in advertising have changed considerably over time.'
Discuss this statement. In your answer refer in detail to *two or more examples* which you have studied. Make sure that you use at least one *past* advertisement and one *recent* advertisement in your answer.

You should:

- identify your examples
- analyse the representations of people and/or products
- compare the messages and values in these representations
- explain what is the same and what has changed over time.

[30]

Candidates might include the following points:

- the methods of representation, eg visual, verbal and written codes
- how these codes convey messages and values
- different interpretations of messages and values
- preferred readings
- how values have changed over time
- preferred reading
- comparison and analysis of examples from different time periods

Limited 0-7

Candidates in this mark range will do **most** of the following:

- Describe texts coherently
- Describe the codes and conventions of different representations within texts with some explicit understanding of how they create meaning
- Appreciate the significance of messages and values communicated by a text with a degree of sophistication
- Compare some aspects of examples
- Begin to use some media terms
- Address the quotation from the question, albeit implicitly

Competent 8-15

Candidates in this mark range will do **most** of the following:

- Describe texts coherently
- Describe the codes and conventions of different representations within texts with explicit understanding of how they create meaning
- Appreciate and begin to analyse the significance of messages and values communicated by a text with a degree of sophistication
- Compare explicitly a number of aspects from examples
- Use media terminology accurately
- Attempt to explicitly address the quotation within the question.

Proficient 16-23

Candidates in this mark range will do **most** of the following:

- Explain texts coherently
- Develop an argument
- explain the codes and conventions of different representations within texts with explicit understanding of how they create meaning
- Analyse the significance of messages and values communicated by a text with a degree of sophistication
- Compare examples explicitly
- Use a wide range of media terminology confidently and accurately
- Directly address the quotation within the question.

Excellent 24-30

Candidates in this mark range will do **most** of the following:

- Explain texts coherently
- Structure a consistent argument
- Explain the codes and conventions of different representations within texts with explicit understanding of how they create meaning
- Analyse the significance of messages and values communicated by a text with confidence and sophistication
- Compare examples explicitly
- Use a wide range of media terminology confidently and accurately
- Analyse and confidently discuss issues arising from the quotation within the question.

General Certificate of Secondary Education

Media Studies (1918)

June 2007 Assessment Series

Component Threshold Marks

Component	Max Mark	A	B	C	D	E	F	G
01 TEXTUAL ANALYSIS MOVING IMAGE (F)	60			46	38	30	23	16
02 TEXTUAL ANALYSIS MOVING IMAGE (H)	60	45	38	30	20			
03 TEXTUAL ANALYSIS PRINT (F)	60			44	34	27	19	11
04 TEXTUAL ANALYSIS PRINT (H)	60	42	35	28	14			
05 CROSS-MEDIA TOPICS (F)	60			38	30	20	12	4
06 CROSS-MEDIA TOPICS (H)	60	41	29	18	10			
07 MEDIA PORTFOLIO	120	99	84	70	58	46	34	22
87 MEDIA PORTFOLIO (C/FORWARD)	120	99	84	70	58	46	34	22

Specification Options

Foundation Tier

FA Moving Image	Max Mark	A*	A	B	C	D	E	F	G
Overall Threshold Marks	240				148	124	96	69	42
Cumulative Percentage in Grade	240				20.5	43.9	71.4	88.4	97.8

The total entry for the examination was 1703

FB Print	Max Mark	A*	A	B	C	D	E	F	G
Overall Threshold Marks	240				146	122	93	65	37
Cumulative Percentage in Grade	240				23.6	49.6	73.2	90.8	98.6

The total entry for the examination was 506

FC Moving Image Portfolio C/Forward	Max Mark	A*	A	B	C	D	E	F	G
Overall Threshold Marks	240				154	126	96	69	42
Cumulative Percentage in Grade	240				0	0	0	0	0

The total entry for the examination was 2

FD Print Portfolio C/Forward	Max Mark	A*	A	B	C	D	E	F	G
Overall Threshold Marks	240				152	122	93	65	37
Cumulative Percentage in Grade	240				0	0	0	0	0

The total entry for the examination was 0

Higher Tier

HA Moving Image	Max Mark	A*	A	B	C	D	E	F	G
Overall Threshold Marks	240	206	178	150	118	88	73		
Cumulative Percentage in Grade	240	5.7	25.7	55.3	85.5	96.6	98.0		

The total entry for the examination was 3739

HB Print	Max Mark	A*	A	B	C	D	E	F	G
Overall Threshold Marks	240	201	173	145	116	82	65		
Cumulative Percentage in Grade	240	4.5	24.7	54.1	83.1	96.9	98.4		

The total entry for the examination was 1329

HC Moving Image Portfolio C/Forward	Max Mark	A*	A	B	C	D	E	F	G
Overall Threshold Marks	240	219	185	151	118	88	73		
Cumulative Percentage in Grade	240	0	0	0	0	0	0		

The total entry for the examination was 0

HD Print Portfolio C/Forward	Max Mark	A*	A	B	C	D	E	F	G
Overall Threshold Marks	240	216	182	148	116	82	65		
Cumulative Percentage in Grade	240	0	0	0	0	0	0		

The total entry for the examination was 0

Overall

	A*	A	B	C	D	E	F	G
Cumulative Percentage in Grade	3.9	18.3	39.5	67.0	82.2	90.7	95.5	98.1

The total entry for the examination was 7279

Statistics are correct at the time of publication.

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